

**Building and Sustaining Learning Organizations for the 21st Century**  
**Thursday, September 13, 2007**  
**Obstacles & Solutions**

How do you change staff members who do not see the need to change?	
	pink slips
	build relationships
	create critical mass of believers by building shared knowledge
	minimize the impact of the resistors....focus on the positives
	don't give up on them....sell it to a few who influence the others
	build capacity thru shared decision-making, learning communities, etc., highlight examples of desired behaviors
	focus on the best teachers, but hold everyone accountable
	show the relevance of the change
How do we convince teachers to embed rigor and relevance while mastering core content?	
	build shared knowledge around rigor & relevance
	look at other schools to see that it is working
	show individual successes in our own district in classrooms implementing rigor & relevance
	practice
	professional learning communities
	e-walks that make rigor & relevance a priority
	develop leadership within staff to model it
How can we integrate this work into our existing initiatives without it being viewed as an "add-on"?	
	provide planning time
	demonstrate how this is part of the instructional/assessment planning and implementing what is already happening
	use an instructional leadership team to develop and implement lessons
	don't call it an "initiative"... just have intentional and thoughtful dialogue with principals. Make administrator meetings also be a PD opportunity
	if you add something take something off
	quadrant d activities students to do more, not the teachers
Obstacles: attitude, staff; time, planning quadrant d activities	

	leadership team - create ahah's
	reward/recognize staff for attitude/shift
	make good hiring a priority
	re-examine schedule to creat common planning - explore other options (i.e., early dismissal)
	early release days for job embedded pd
	read book - fred factor (attitude)
	change your paradigm
	needs assessment for staff
Need to change culture in some schools. Need to creat a sense of urgency even though assessment results are adequate	
	focus on relationships - culture
	turn up the HEAT - 21st CENTURY SKILLS
	focus on short term formative assessments identifying needs/weakness
	make having a positive culture a top priority; know all your students and staff
	focus on success instead of failure
	empower teachers by building leadership capacity
	focus more on relationships, a little less on accountability
	show the need for change to all stakeholders
	act on school culture audit
Teacher buy-in to best practices instructions	
	communication to principals
	begin by having all administrative staff lead by example (regarding relationships)
	small intervals (steps)
	build leadership potential within staff (teachers teaching teachers) (capitalize on expertise)
	establish trust
	model "best practices" in trainings
	show the need for change
	peer observatioins/showcase best practices
Lack of a common understanding of rigor & relevance which inhibits high expectations for all students	
	provide pd by someone who has success in school
	find consistent time to teach teachers (early release)
	common discussion time with all stakeholders
	pd, time and practice
	establish common definitions of rigor & relevance
	consistent modeling (from top down) of all of above
	re-teach the teachers
	set expectations by administration through budgeting job embedded pd

How do we obtain rigor & relevance across the breadth of core content 4.1?	
	begin by focusing on the "big ideas"
	take baby steps
	take 4.1 lessons and collaborate
	show examples of quadrant d lessons using 4.1 core content/prioritize standards
	collaboratively plan according to DOK levels
	analyze assessment (student classroom)
	focus on pre-assessment
	change instruction based on results of common assessments
Teachers perceive that the quantity of content precludes them from embedding relevancy and depth in curriculum	
	unwrap standards - team planning
	thematic approach
	change perceptions through dialogue and examples
	Let teachers see sample lessons or projects. Prioritize content
	revisit interdisciplinary units
	develop power standards - "cut to the chase"
	focus on pre-assessment
	develop curriculum units which reflect rigor & relevance
	prioritize content - DOK
	focus on the DOK
	build shared knowledge of rrr/21st century skills
How do we change culture in a supportive way	
	lead by example, involve stakeholders (bottom-up); provide time/opportunities for change
	work on relationships at all levels
v	value all
	professional learning teams
	celebrate success
	walk the walk
	fish philosophy
	reinforce positives already in place
	school culture surveys
	fred factor
	brag on staff successes
Clear consensus and calibration of desired outcomes - what does quality teaching look like?	
	practice and come to an agreement about quality teaching - common language
	use faculty meetings for instructional purposes

	use video clips and discuss (professional learning communities)
	walk-thrus, coaching, modeling, visiting successful/model schools
	same school grade/content observe master teacher
	ask students - they will tell you
	thoughtful educ
Getting teachers to believe they can do quadrant d while doing standards too; use/discover available resources; time to think/plan; emphasis on assessment accountability	
	walk-thrus (4)
	common/collaborative planning (1)
	marco polo (2)
	reflection time during faculty meetings (3)
	observe modeled lessons in quadrant d (1)
	promethean planes (2)
	build shared understanding of rrr/21st
	create quad d lessons as a team
	realize how DOK will result in higher test scores
Continuous student improvement - how do we sustain continuous progress for every student? When test scores are adequate and teachers believe they are doing everything they can do?	
	build shared understanding of value of rrr & 21st century skills
	analyze assessment data
	conduct and analyze student surveys to reveal gaps between student/teacher perceptions
	"good to great" issue
	personalized/differentiated instruction - g/t students
	build relationships with students
	give support to new teachers
	what do the students deserve?
	try one new idea at a time
	show that the bar is continuously increasing, and so must we - use examples such as having to renorm tests
	compare to the best
How do we get teacher buy-in amid current accountability demands?	
	data doesn't lie
	show/teach the value of rr & 21st skills
	focus on talented teachers
	focus on model teacher

Buy-in from teachers (r&r) & teaching kids not just content; special needs	
	administrators must lead by example
	pd on rigor/relevance - must have a complete understanding of r/r
	relationship building
	modeling by master teachers
	high expectations for ALL students
	build community of learners that fosters shared responsibility
	collaboration between special & regular ed
	positively reinforce (celebrate, recognize) risk-taking by teachers and students
	teachers must understand the importance and that can be done through their success
	develop home visit strategy